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Timidity: How to Overcome It.*

By G. L. MASCHHOFF.

There are some folks in this world of ours who commend timidity as a virtue to be encouraged rather than a fault to be decried. These people regard all assertiveness as arrogance. To them the man or the woman that pushes to the front deserves to be sent to the rear. It is fortunate that this is not the popular view.

In the teachings of Foritomo Tashi, the famous Japanese philosopher, included in the twelve lessons, which are presented and explained with care by Mr. B. Dangennes, the reader is told at the outset that timidity is a mistaken virtue, a weakness that leads to the mistrust of self and causes fear of ridicule. Those who think less of what the world (or others) think of them, and more of the matter in hand or purpose in view, will overcome that spirit of diffidence to which they may trace all their lost opportunities. Timidity is a disease which affects the mind. In the face of danger it roots some to the spot, while it gives wings to heels of others.

It is the aim of this Japanese philosopher to teach the reader how to check the growth of this disease, and finally to eradicate it.

The timid man is not qualified to hold an important office; he lacks the nerve that would shoulder responsibility, and is happy only when the necessity for taking the initiative passes by him.

Timidity procrastinates; it puts off until to-morrow what it

* The subject-matter has been taken largely from "Timidity: How to Overcome It," by Foritomo Tashi, published by Funk & Wagnalls, New York City. While believing that the philosophy of the Japanese sage may be interesting to the readers of the SCHULBLATT, the Editors do not subscribe to all his views. — M.

could do to-day; its foster-sister is indecision. Sensitive to the dangers that it may encounter, it is beaten almost before it has determined to strike. Such is the temperament before which the doors of opportunity are constantly closing.

Foritomo Tashi compares timidity with overconfidence and daring, and, considering it in its many phases, demonstrates how it may prove a detriment to progress and business success; for it destroys confidence in self, leads to hesitancy in speech and manner, and causes that despondency which breaks the spirit, and finally yields to despair.

To those who suffer from timidity and wish to overcome it, the Japanese sage comes with words of encouragement. Let them follow his teachings, and they may find that the diffidence from which they have been suffering has vanished; that they may overcome timidity and become possessed of that dignity which commands respect.

Timidity destroys all ability when it annihilates the will.

Those who are afraid of being laughed at suffer the most. This state of mind springs from an exaggerated self-consciousness, and the fear of not appearing sufficiently brilliant.

Excessive mistrust of oneself is a defect, as it weakens one's energy. To this class belong persons who underestimate their own worth, and lack the energy to conquer their fault; all those who feel themselves inferior — with or without cause — in the presence of others, and lack the will-power indispensable to modify this condition. This mistaken virtue soon degenerates into open antipathy toward everybody who offends them.

Timid persons shrink within themselves until they feel like outsiders in the midst of company. They soon cultivate solitude, and secretly think themselves superior to others.

The embarrassment disappears when the afflicted person finds himself face to face with those who are not his equals. When with his inferiors, he behaves naturally, even affably, and when with his superiors, his extreme awkwardness causes him to resort to a praiseworthy reserve.

Timidity is often the result of a confused state of mind.

The timid person exaggerates, and gives great weight to causes of anxiety which originate solely in his imagination. He fears praise as much as criticism.

One of the torments of the timid is apprehension. It is the constant apprehension of showing themselves to be inferior and of inviting ridicule.

One of the principal afflictions of the timid is blushing. The most trifling incident suffices at all times to spread a blush over their faces, thus marking them for the attention they fear.

Let this suffice in pointing out the evil, and giving a description of its causes. Now let us find the cure.

To care for people afflicted with mental disorders is well, but to prevent these disorders is better.

Timidity is only noticed in children when an injudicious education has made them mistrustful of their own worth.

Educators play a most important part, and it is a task to prevent the growth of this defect.

From the most tender age on it is good to let the child feel that it has responsibilities.

Of course, it must not be permitted to feel that it is better than others, for that might lead to its becoming very vain. On the contrary, it must know how to identify itself with things around it, and be taught how to look at them.

The child should, when very young, be taught to govern itself without relying exclusively on the advice of its superiors.

If children were encouraged to be more confidential, timidity would tend to disappear.

One excellent way of preventing the formation and development of timidity in the young is to allow them great latitude, and to let them learn to assume the obligation of making decisions.

Let the children express their opinions on some subjects (not on every). Let them practise forming an opinion on subjects within their apprehension.

It is the duty, however, of the tactful teacher and wise parent to teach the child a becoming reserve, a limited reserve.

The master should be very particular to *reprove* stammering and hesitation of speech. When a child finds a word difficult to pronounce, the master should make it repeat the word slowly and frequently.

Many cases of confirmed timidity originate solely in difficulty of utterance. This often causes hesitation, which generally leads to the unfortunate habit of stammering. Such persons must struggle hard to overcome the tendency.

We cannot insist too strongly on the importance of the following rule: Force the young to think clearly before they speak.

Oratorical debates between teacher and child are indispensable in cultivating skill in argument.

One should make it a point to cure the timid person of fear, which, if not conquered at once, will increase.

At a very early age children should also be taught to struggle with the problems of existence. How often in life will they be obliged to decide quickly and well! They cannot become accustomed too early to the consideration of the thousand and one little daily problems which they will evade or magnify, according to the trend of their minds.

It is always wise to let children take the initiative in such decisions. Stop arguing the question with them if it presents difficulties beyond their comprehension.

Another fault that very often makes people timid is that of exacting that children shall be perfect. — This makes them rebellious, or indifferent, and timid, for they despair of ever reaching the required goal, lose courage, and mistrust themselves.

Cultivating Manners in the Schoolroom.

V. COURTESY TOWARDS THE TEACHER.

Children should always treat their teacher as they would a true, faithful friend, who in school actually is the substitute of the pupil's parents. By doing this you will greatly help in making the school pleasant and profitable, and I am sure you will keep your school-days in pleasant remembrance. What do you do to make your home a pleasant place to live in? You are kind to your parents, courteous to your brothers and sisters. You know that this will make your parents happy, and keep a pleasant smile on their face. Now remember that you are in school the greater part of the day, and you surely wish the school to be a pleasant place to live in, and since the teacher is the substitute of your parents and all the little boys and girls your brothers and sisters, you must try to make them happy by your little courtesies, pleasant ways, and good conduct.

There are many little courtesies customary among kind-hearted children trained in well-mannered homes which may seem very small and trifling; but if added together at the end of the day, they reveal the well-bred child.

Now, little friends, I wish to tell you how to address your teacher. When you speak to your teacher, you must not use the indefinite title "Teacher," but address him by his own name, saying,

"Good morning, Mr. Miller," or, "Good afternoon, Mr. Smith," looking straight into his eyes; and on leaving the schoolroom, say, "Good bye, Mr. Kenneth." I met a little boy of our school the other day on the street, and he ran up to me with a shout, saying, "Hello, Teacher!" You know that that is not good form. I am sure the little boy meant well, but it is a boisterous manner in which he addressed me. How should he have said? "Good afternoon, Mr. Soren." Neither must you try to imitate the salute of the soldier by merely waving your hand. This is the privilege of the military men only, and must be executed exact and snappy, but it is not suitable for the civilian, especially not for children.

This reminds me of a nice little courtesy of the boys. I have noticed that some boys keep their hats on when they enter the schoolroom, while others put their hats and caps on immediately when the signal for dismissal is given, irrespective of the presence of the teacher. When I was traveling in Europe years ago, I was pleasantly surprised to see the tactfulness of the little boys in various countries. I will tell you what I saw. The boys would remove their hats when entering the schoolroom, and would not put them on again when the class was dismissed until they stepped out of the door. In some schools the teacher would stand near the door, and no boy would put on his hat until he had passed his teacher. Walking on the promenade one day with a teacher, I noticed that the boys of his school raised their hats upon meeting him and courteously greeted him, saying, "Good afternoon, Mr. Barth." This you must also do. When you meet your teachers on the street, raise your hats in greeting him, whether the teacher be a gentleman or a lady. In a recent publication of the Educational Department in Washington, D. C., I found that our Government demands that teachers train their schoolchildren to be courteous to their teachers and others, and I am sure it would greatly benefit our country if this advice were strictly adhered to.

It is not polite, but rude, to interrupt your teacher when a lesson is in progress, or when he is reading or answering a question. Now mind, I do not wish to discourage you in asking questions, especially questions concerning the subject-matter just being taught. No; if you do not understand a certain lesson, it is your privilege to put a question. However, you must not interrupt the teacher by irrelevant questions, but you should wait until he has finished his explanation. Very rude it is if you raise your hand and shake it at your teacher, or snap the fingers to attract attention, or even rise to your feet and step

forward, continually shaking your hand at the teacher and anxiously calling, "Teacher, Teacher!" Such conduct is disrespectful.

When you are called upon to answer a question or to recite a lesson, arise at once, stand erect on both feet, without leaning against the desk, look straight into the eyes of your teacher, and answer with a loud voice and distinct articulation, so that your teacher is not obliged to ask again. It makes a much better impression if children show their teacher due respect in this manner than if they arise slovenly, stand with a drooping head, lean against the desk, and murmur a few inarticulate sounds.

You will recollect that I have told you that true politeness consists in making every one about you happy. The foundation of this is a kind heart; a kind heart, however, is created in us through faith, which is given by God. Now tell me, what will a kind heart do if it sees how the teacher is faithfully toiling day after day to better the condition of the school, to raise the standard of education, to improve the surroundings as well as the interior of the building, to make everything appear as neat as possible? Will it not try to be of assistance to him whenever it can? I am sure it will. You must be thoughtful in assisting your teacher whenever it is possible. If he drops something accidentally, and you are near him, pick it up for him; if he wishes to lift or move something, and needs the stepladder to do it, do not wait until he asks for your assistance, but offer to get it for him. If for some reason the room is in disorder, be willing to help him put the things in their places, especially at the close of school. All this you ought to do willingly. Be of service to him without being asked to do so.

I know, however, that in every school one will find bad boys and even girls, who will try to ridicule such kindness. They will call such polite children bad names, such as "suckers," "goody, goody boy," "mama boy," and other names, which is a sign that impoliteness has become a ruling trait with them. This very often also reflects upon the manners they show in their own homes.

If a teacher of some other class of your school or any other professional person or some adult enters the schoolroom for a visit and says, "Good morning," arise and answer in unison, "Good morning."

Never fail to say "Thank you" to your teacher or any one else for even the smallest favor. When you pass directly in front of your teacher or any one else, even your older schoolmates, say, "Pardon me."

The Bible demands such kindness and courtesy towards the teacher. 1 Thess. 5, 12. 13: "And we beseech you, brethren, to know them which labor among you, and are over you in the Lord, and admonish you; and to esteem them very highly in love for their work's sake." Heb. 13, 17: "Obey them that have the rule over you, and submit yourselves; for they watch for your souls as they that must give account, that they may do it with joy, and not with grief; for that is unprofitable for you."

W. C. K.

Anständige Kirchenmusik.

Man errät leicht, was wir unter „anständiger“ Kirchenmusik verstehen: eine solche, die die Andacht nicht stört, sondern fördert, und die die Aufmerksamkeit nicht von dem verkündigten Wort ablenkt, sondern den Eindruck desselben vertieft; mit einem Worte, eine Musik, die der Würde des Gotteshauses angemessen ist. Wenn wir uns genötigt sehen, in den folgenden Zeilen manches zu sagen, was nach vieler Ansicht sich von selbst versteht, so kommt dies eben daher, daß man nicht überall anständige Kirchenmusik hört, was wiederum darauf schließen läßt, daß die Ansichten über Kirchenmusik auseinandergehen.

Nun könnte jemand sagen, die Vorbedingung einer die Andacht fördernden Kirchenmusik sei, daß sie mit andächtigem Herzen entworfen, komponiert und vorgetragen werde. Dies ist sehr wahr; wenigstens wäre der Gedanke, daß jemand ohne eigene Andacht, nur gegen Bezahlung, oder um Anerkennung zu ernten, eine Kirchenmusik lieferte, die eine Gemeinde zur Andacht stimmte, ein so trauriger, daß wir ihn lieber nicht weiter verfolgen möchten. Indessen ist eine gewisse Begabung und eine entsprechende Schulung unerläßlich, um eine Kirchenmusik zu liefern, die den obigen Anforderungen entspricht.

Zunächst wird man, der Würde der Kirche entsprechend, die Kirchenmusik als der weltlichen Musik zum mindesten ebenbürtig anzusehen haben gegenüber einer hie und da lautverderbenden Ansicht, als ob, was für Oper und Konzertsaal nicht taugt, „noch lange gut genug“ für die Kirche sei. Weder in der Ausarbeitung noch im Vortrag der Musik dürfen störende Mängel vorkommen, und weder der Inhalt noch die Form dürfen Ideenassoziationen weltlicher Art wachrufen.

Das Orgelspiel, worauf naturgemäß die Aufmerksamkeit sich zuerst richtet, sollte frei von technischen Unebenheiten sein, wozu eine

sorgfältige Schulung im Manual- und Pedalspiel sowie eine gründliche Kenntnis der Register und ihrer Wirkung gehört. Ein präzises Spiel wird, beiläufig gesagt, derjenige weder im Manual noch im Pedal erzielen, der (aus Unkenntnis oder andern Gründen) den Bass gleichzeitig auf Manual und Pedal spielt, statt die Koppel zu gebrauchen.

Ebenso ist zu verlangen, daß der Chorgesang keine anstößigen, die Andacht störenden Unvollkommenheiten an sich habe. Pflicht des Dirigenten ist, nur solche Sachen aufzuführen, denen sein Chor nach Stimmmitteln und Schulung gewachsen ist. Auch das Zusammenwirken zwischen Chor und Orgel muß durch Übung seine möglichste Vollendung erhalten. Störendes Vorgeben des ersten Einsatzes ist durch passendes Präludieren zu ersetzen. Eine Begleitung zu einem ursprünglich *a cappella* zu singenden Satz muß den Zuhörern als zur Komposition gehörig, als „obligat“ erscheinen. Der geübte Organist weiß dies durch stellenweises Aussetzen, Einfügung von Orgelpunkten und überhaupt durch orgelmäßigen Vortrag sehr wohl zu erzielen.

Wenn wir nun zu der Frage kommen, was gespielt und gesungen werden solle, so lautet der erste Grundsatz einfach: Nichts der weltlichen Musik Entlehntes oder an sie Erinnerndes. In bezug auf das Orgelspiel ist dies zunächst so zu verstehen, daß nichts gespielt werden soll, als was speziell für die Orgel, als Kircheninstrument gedacht, komponiert ist. Dabei ist niemals zu befürchten, daß es dem Spieler an Material fehlen könnte. Hält er sich an die Produktion der Periode, sagen wir, von den Vorläufern Bachs bis zu Mendelssohn, so braucht er auch nicht zu befürchten, auf Minderwertiges zu stoßen, einmal, weil letzteres sich nicht leicht bis heute hätte behaupten können, und sodann, weil in dem genannten Zeitraum niemand ohne inneren Drang und gründliche Studien zum Komponisten wurde.

Anderes sieht es in der neueren Zeit aus, wo das Klavier zum Salonmöbel und damit zum allgemein bevorzugten Instrument geworden ist, und wo fast jeder, der auf der Klaviatur einige Akkorde aneinanderreihen kann, sich für einen Tondichter hält. Hier bedarf der angehende Organist des Rates erfahrener Kollegen, soweit er nicht, mit Kenntnissen der Harmonie ausgerüstet, wenigstens die Mängel der Ausarbeitung selbst entdecken kann.

Zu der Produktion seitens unberufener Komponisten tritt hierzulande noch eine Richtung, die die Orgel in erster Linie nicht als Kirchen-, sondern als Konzertinstrument betrachtet und behandelt, wie dies unter anderm aus den vielen Transkriptionen weltlicher Musik-

stücke für die Orgel ersichtlich ist. Wer den „holden Abendstern“ aus Wagners „Lannhäuser“ für Orgel einrichtete, dessen Originalkompositionen werden wohl kaum Träger einer andächtigen Stimmung sein können. Diese Richtung ist es auch, die den Marsch in die Orgelmusik eingeführt hat, eine Form, die so im Rhythmus oder, sagen wir besser, im Zweitakt aufgeht, daß nur die größten Meister ihr bisweilen einen musikalisch annehmbaren Inhalt gegeben haben. Wir nehmen keinen Anstand, den Marsch als für Orgel und Kirche schlechterdings unpassend zu erklären, um so mehr, als für den Zweck, dem er dienen soll (feierliches Einmarschieren in die Kirche), eine Musik im feierlichen Zweizeitakt ebenso gute Dienste tut.

In bezug auf die Wahl von Chor- (und Solo-) Gesängen ist noch viel mehr Grund vorhanden, alles auszuschließen, was ursprünglich zu weltlichen Texten komponiert wurde. Anders verhält es sich mit Bibeltexten, die in lateinischer Sprache (z. B. von Palestrina) oder in sonst einer fremden Sprache komponiert sind und nur übersetzt zu werden brauchen. Die kirchliche Gesangsmusik von dem genannten Meister bis etwa zu Mendelssohn bietet die beste Auswahl, während die neuere Produktion gerade so wie bei der Orgelmusik von Minderwertigem und Wertlosem durchschossen ist. Einen Teil dieses unerwünschten Zuwachses verdanken wir dem Umstand, daß die alten Gesangsklüffel, deren Unkenntnis früher manchen unberufenen Konseker abschreckte, außer Gebrauch gekommen sind. Es bedarf auch hier konsekerischer Kenntnisse oder erfahrenen Rates, um Unbrauchbares zu meiden.

Ehe wir uns nun an die wenden, die Eigenes liefern wollen, sei es als Improvisatoren oder als Komponisten, wollen wir kurz die Frage erörtern, wie man dem Geschmacke des Publikums bei Befolgung obiger Grundsätze Rechnung tragen könne. Hier heißt es vor allem den Verstand gebrauchen, den Gott nach dem Sprichwort dem verleiht, dem er ein Amt gegeben hat; es heißt unterscheiden zwischen den Äußerungen einiger Schwächer und der Meinung der durch sie wahrscheinlich gar nicht vertretenen Majorität. Würdest du, lieber Freund, den Ratschlägen eines solchen Schwächers folgen und dadurch dir eine unvorhergesehene Kritik seitens eines angesehenen Kenners zuziehen, so würde jener weder für dich Partei nehmen noch sich selbst als Anstifter der getadelten Neuerung zu erkennen geben. Die Mehrzahl ist meist geneigt, den Organisten oder Dirigenten unbehelligt zu lassen. Wo aber Stimmen laut werden für eine mehr weltlich geartete Musik, da heißt es vom Organisten oder Dirigenten:

Er steht in des größeren Herren Pflicht!

Was nun des Organisten eigene Improvisationen oder des Dirigenten Kompositionen betrifft, so ist neben natürlicher Anlage Kenntnis der Harmonie und des Kontrapunkts unentbehrlich. Zwar braucht der Organist nicht notwendig Fugen zu spielen, noch weniger braucht der Chor solche zu singen; aber eine ganz homophone Musik, bei der die Melodie im Sopran liegt und die Führung der übrigen Stimmen „nach den Regeln der Harmonielehre“ gebildet ist, ist weder der Würde der Orgel noch der des Chorgesanges angemessen. Aufmerksames Studium der besten Muster wird den angehenden Komponisten bald hiervon überzeugen und ihm auch als Wegweiser dienen für eigene Arbeiten.

E. S. Erbe.

Grammar Test.

1. Write sentences in which nouns are used: a. as subject; b. as object; c. as complement; d. as indirect object; e. as object of a preposition; f. as adverbial objective; g. as objective complement.

2. Name five personal pronouns and three relative pronouns.

3. Give the use of all the adjectives in the following stanza:—

Be still, sad heart, and cease repining;
Behind the clouds is the sun still shining.
Our fate is the common fate of all;
Into each life some rain must fall,
Some days be dark and dreary.

H. W. Longfellow.

4. Write sentences containing at least five different adverbs.

5. Parse the italicized verbs in the following lines:—

The mills of God *grind* slowly,
But they *grind* exceeding small.
Though with mercy He *endureth*,
With exactness grinds He all.

6. Diagram the following sentence: “He who knows that perseverance conquers all things will not be easily discouraged.”

7. Give the use of the infinitives in the following: Although I knew that he was to be present, I did not see him come.

8. Give the part of speech to which each word of the first line of the following stanza belongs:—

Old Time, in whose bank we deposit our notes,
Is a miser who always wants guineas for groats;
He keeps all his customers still in arrears,
By lending them minutes and charging them years.

9. Write out all the clauses, and classify them according to use.

10. Select and give the use of all the prepositional phrases in the stanza. Two hours' time should be allowed for this test.

M.

State Board Questions 1914 with Answers.

ARITHMETIC.

1. When the Government charges 30 cts. per \$100 for a money order, what per cent. premium does it charge?
2. Write the correct form of a check for \$150, on your home bank, in favor of George Washington and signed by John Jones.
3. A square park is surrounded by a gravel walk 9 ft. 6 in. wide. The park and walk together contain 4.6 acres. Find the cost of making the gravel walk at 10 cts. per square yard.
4. If six men can lay the tiles in a large railway station in 16 days, how many men must be added to the job to complete it 2 days earlier?
5. $\frac{3}{20}$ of $\frac{14}{30}$ is what part of $\frac{3}{4}$ of $\frac{17}{8}$?
6. If I make a cylindrical cistern 8 feet deep, what must be its diameter to make it large enough to hold 200 barrels of water?
7. A and B rent an automobile for 12 weeks. A uses it 7 weeks and B uses it 5 weeks. If they pay \$300 rent, what does each pay?
8. A farmer finds that a bin 4 ft. long, 3 ft. 6 in. wide, and 5 ft. deep holds 56 bushels. How many bushels will be contained in a bin 50% as long, twice as wide, and of $\frac{1}{3}$ of the depth?

PRIMARY.

9. How do you teach the addition of numbers of two or more figures when the sum of each column exceeds nine?
10. What place has number-work in the first term of the first year primary?
11. What is the importance of accuracy in primary number work? What is the importance of neatness in placing the work on paper or blackboard?

Answers.

1. A charge of 30 cts. per \$100 is $\frac{30}{100}$ of 100% = $\frac{3}{10}$ % premium.

2.

Kokomo, Ind., July 25, 1914.

FIRST NATIONAL BANK.

Pay to George Washington or order \$150^{00/100}
 One hundred fifty _____^{00/100} Dollars.
 For a/c John Jones.

3. Area in square feet is $4.6 \times 43,560$ sq. ft.

Side of square = $\sqrt{4.6 \times 43,560} = 447.63$ ft.

Length of walk = 1,752.52 ft. Area of walk = $1,752.52 \times 9.5 = 16,648.94$ sq. ft. = 1,849.88 sq. yd. At ten cents per sq. yd. the cost is \$184.99.

4. If 16 days be required for 6 men to do the work, the work could be done by 16×6 men in 1 day. To complete the work in 14 days, $16 \times 6 \div 14 = 4\frac{4}{7}$ men. Hence the answer is not permissible. An approximate answer would be 7 men.

$$\begin{array}{r} 5. \quad \begin{array}{r} 3 \quad 14 \\ \times \quad \times \\ \hline 29 \quad 19 \end{array} \quad \begin{array}{r} 4 \times 8 \times 14 \\ \hline 448 \end{array} \\ \hline \begin{array}{r} 3 \quad 17 \\ \times \quad \times \\ \hline 4 \quad 8 \end{array} \quad \begin{array}{r} 17 \times 19 \times 29 \\ \hline 9367 \end{array} \end{array}$$

6. Capacity of cistern = $\frac{2}{7} \times R^2 \times 8$ cu. ft., when the radius of the cistern is R.

Capacity as given is $200 \times 31.5 \times 231 \div 1728$ cu. ft. Hence, we have

$$R^2 = \frac{7 \times 200 \times 31.5 \times 231}{22 \times 8 \times 1728}, \quad R = 5.787 \text{ ft.}$$

The diameter of cistern is 11.574 ft. = 11 ft. $6\frac{1}{8}$ in.

7. A's share of rent = $\frac{1}{12}$ of \$300 = \$175; B's share = $\frac{1}{12}$ of \$300 = \$125.

8. If the box 4 ft. long, 3 ft. 6 in. wide, and 5 ft. deep has a capacity of 56 bu., a box 50% as long and twice as wide with *same* depth would have same capacity. But one with these latter dimensions and only $\frac{1}{2}$ as deep would hold $\frac{1}{2} \times 56$ bu. = $44\frac{1}{2}$ bu.

9. To add 34 and 48, we write the numbers this way

$$\begin{array}{r} 34 \\ 48 \\ \hline 82 \end{array}$$

and add each column. We see that 8 ones and 4 ones are 12 ones. Because 12 ones = 1 ten and 2 ones, we write the 2 below the line, in ones' column, and add the 1 ten to the four tens and three tens, making 8 tens. We write the 8 tens below, in tens' column. The sum is 82.

10. An unimportant place. About all that ought to be done is to allow the children to count, make figures, and become familiar with some forms.

11. Of the greatest importance because the habit of accuracy affects character. The same theory is true also concerning neatness of work on paper or blackboard.

GEOGRAPHY.

1. Discuss the Nile River valley, setting forth its principal characteristics.
2. Locate and describe the Cordilleras.
3. What are the chief sources of wealth of the Bahamas?
4. When it is noon at London, is it before or after noon at Washington, D. C.?
5. Discuss the functions of an agricultural college. Why is it good policy for a State to support it?
6. Why is Europe classed as a continent?
7. Discuss the value of map-drawing.

PRIMARY.

8. What is the place and purpose of local geography study in the primary grades?
9. Name three good supplementary books for the third grade that would contain geographical information.
10. What do you understand to be the aim of primary geographical instruction as outlined in the State Course of Study?

Answers.

1. The Nile valley in its upper course is often narrow, even gorgelike in one place. It spreads out in a great marsh many miles in length and width, then it flows through a narrow valley over many rapids and cataracts. Entering Egypt, it becomes a gentler stream, flowing in a valley five or six miles wide, finally terminating in the great fan-shaped delta. The bluffs or valley sides rise in more or less abrupt slopes from one to two hundred feet above the valley floor, from the tops of which slopes extend the desert plains. The soil of the valley floor is fine and dark, and is augmented by the annual floods. This soil is very fertile. This rich alluvial valley is upwards of one thousand miles in length.

2. The Cordilleras is a name given the Rocky Mountains, Mexican, Central American, and Andean highlands traversing the western side of both the American continents. These mountains, often comprising several parallel ranges, traverse a base of lofty plateaus, and embrace many lofty ridges and peaks of great grandeur. Some of these peaks are the cones of extinct or still active volcanoes. Even in equatorial regions the peaks rise into altitudes of perpetual snow, heights of 16,000 to 20,000 feet not being uncommon.

3. Sponge and coral fishing, turtle hunting, fruit raising, some salt and guano are sources of wealth in the Bahamas.

4. When it is noon at London, it is before noon at Washington, D. C.

5. To teach and publish up-to-date knowledge of the art and science of agriculture, including plant and animal breeding and development, the study and eradication of plant and animal diseases, and doing all things possible and reasonable in improving and advancing the interests of agriculture. As the food and clothing supply of the people depends on the success and prosperity of the agricultural interests, it is considered proper that the state and nation encourage and support agricultural education.

6. Europe is probably classed as a separate continent because it was formerly thought to be a separate continent by the peoples of Asia Minor, Northern Africa, and Southern Europe who found Europe in the regions where they were acquainted with it separated from the other continents by seas and straits.

7. Map-drawing impresses form, location, size, relative position, and direction on the mind of the student because the drawing requires attention to every detail. Skill and taste in drawing, painstaking, and patience may be developed also.

8. The plan of local geography study in the primary grades should be a somewhat orderly study of such facts of geography as may be observable in the child's home or school surroundings. The purpose is to cultivate the power of observation and understanding and acquire the beginnings of geographical knowledge.

9. The geographical readers for this grade are useful. *Each and All*, *Seven Little Sisters*, *The World and Its People*, *Geographical and Nature Studies*, and many travel-books are interesting and very helpful.

10. The purpose in this grade is to give the learner a body of knowledge concerning weather and climate, and to enable him to acquire skill in observation and explanation of geographical facts.

UNITED STATES HISTORY.

1. How has American history been affected by differences in the physical geography of the Northern and Southern States?

2. What were the different types of colonial governments? Give an example of each.

3. Name the Intercolonial Wars.

4. What was the Nullification Act? Why passed?

5. What was the Oregon Question? How settled?

6. What recent complications in California have strained the peaceful relations of the United States and Japan?

7. Give an account of John Brown's raid.

8. What is the law of "succession" in case of the death of the President?

PRIMARY.

9. (a) When does Indiana celebrate the centennial of her entrance to statehood? (b) How will this fact affect your primary history work next year? (c) Has it any place in the first year primary? What and why?

10. Write a sketch of Daniel Boone as you would relate it to third-grade children.

11. Name five great Indianians whose relation to the history of the State is very important, and whose lives and work would interest primary children.

Answers.

1. One of the causes of the great Civil War.

2. Republican, Proprietary, Royal. In Connecticut and Rhode Island the governor was elected by the people (Republican). (2) In Pennsylvania, Maryland, and the Carolinas he was appointed by the propiter (Proprietary), and in the other colonies he was appointed by the King of England (Royal). Each colony had an assembly, which was elected by the people.

3. King William, Queen Anne, King George, French and Indian.

4. The Nullification Act was a law passed by the South Carolina Legislature declaring the United States legislative act regarding the tariff in 1828—32 to be null and void so far as the citizens of that State were concerned. (2) To avoid the obedience to United States law that was obnoxious to them.

5. The Oregon Question was a dispute between the United States and Great Britain over a boundary. This was settled in 1846 by a proposal from the British government based on a treaty naming the 49th parallel to the ocean as the boundary.

6. The trouble arose because of the large number of Japanese who have become landowners in California. The people of California declared that the Japanese should not be allowed to own any more of that State. It is referred to as the California Anti-alien Law.

7. John Brown proposed to advance from a spot in the Virginia mountains with a small company of men to liberate and arm slaves, or to send them to Canada. He thought in this way to

make slaveholding insecure. Against the wishes of his sons, and unknown to his supporters, with these few men he made a raid on Harper's Ferry. Here he had a clash with the militia, which had been hastily summoned. A number of men on both sides were killed.

8. The President is succeeded by the Vice-President, and when both of them are unable, the members of the cabinet succeed in the order in which the offices were originally created.

9. (a) Indiana celebrates her Centennial in June, 1916. (b) Largely. Because primary teachers will have to arouse in the children a State pride. (c) Yes. First place. Because here are told local history stories.

10. Space will not permit.

11. Daniel Boone (Adventures in Indiana), Abraham Lincoln (Boyhood in Indiana), Tecumseh (Indian Warrior Fighting in Indiana), Benjamin Harrison (President from Indiana), James Whitcomb Riley (Poet).

SOCIOLOGY AND MODERN SOCIAL PROBLEMS.

1. Define sociology.
2. Define society, and name four primitive forms.
3. State briefly Malthus's theory of population.
4. Give a criticism of Malthus's theory of population.
5. Briefly outline the prison system in Indiana.
6. Name and discuss briefly four proposed solutions of the negro problem.
7. In what manner is the law of natural selection working among the negroes?
8. What is Lombroso's Theory of Crime?

Answers.

1. Sociology is the science of the origin, growth, structure, and function of society. It is a study of the facts and principles of the group-life of man.

2. Society is the group-life of man, *i. e.*, it is man living in cooperative relationships for the satisfaction of human wants. Four primitive forms of society are the gens, clan, tribe, and patriarchal family.

3. The Malthusian theory is that the population tends to increase faster than the supply of food, and that this is the principal source of human misery.

4. The error in Malthus's theory of population is that the available supply of food under recent methods of production has increased more rapidly than the population, while at the same time the extent of human misery has not correspondingly decreased, thus showing that overpopulation is not, at least, the sole cause of misery.

5. The prison system of Indiana comprises the county and city jail for temporary detention, the Indiana Reformatory at Jeffersonville for the young criminals, the Indiana Prison at Michigan City for hardened criminals, the Woman's Prison at Indianapolis for women, together with the Boys' School at Plainfield and the Girls' School at Clermont, the latter two of which are not properly to be regarded as prisons, but as special institutions for the correction of wayward youth.

6. The solutions proposed for the negro problem are: (1) Social equality; (2) deportation; (3) colonization in adjacent territory; (4) extinction by natural selection; (5) popular education. All of these proposed solutions may be dismissed as impossible or fatuous, unless "popular education" is interpreted to mean such special education as will give to the negro that economic, civic, and moral adjustment to conditions of civilized life which will bridge the centuries between African and American conditions.

7. In the large fatality among those negro groups who do not observe the laws of hygienic and moral living.

8. Lombroso's Theory of Crime is the reversion to a primitive type of life; that the criminal is the savage type of man turning up in civilized times.

SCIENCE OF EDUCATION.

1. What are five essential qualities of the successful teacher?

2. What is the attitude of present-day educators toward the question of formal discipline? Explain.

3. What types of attention are there? Illustrate.

4. What are the general points to be kept in mind in making out a school program?

5. What is the best method of memorizing?

6. Under what conditions might sex instruction be given with good results?

7. Are crime and pauperism traceable in any degree to an inadequate curriculum? Explain.

8. Mention four recently published books on education, naming the authors.

PRIMARY.

9. How would a knowledge of the laws of heredity benefit the teacher?

10. State the causes and effects of fatigue.

11. What should be done with the subject of penmanship in the first grade primary?

Answers.

1. Five essential qualities of the successful teacher: Scholarship; enthusiasm; sense of importance of the commonplace; religious attitude toward life; good humor.

2. Psychologically, formal discipline has no existence. Every habit, memory, or concept is a specific and not a general activity. However, ideals carry over, and in this sense educationally the idea of formal discipline has some validity.

3. Passive attention is instinctive. No effort is required. Listening to a band play is an example. Active attention is a higher form in which effort is required to withdraw consciousness from some instinctive appeal. Studying while the band plays is an example. Secondary — Passive attention is the form in which work has become so habitual that little conscious effort is required. Beginning the routine of the day's work is an example.

4. The general points in making out a school program are: the number of recitations; the number of grades; the length of recitations; the study period; the psychology of fatigue.

5. The best method of memorizing includes: recency of idea; first impression should be correct; frequent repetition; vivid impression; the formation of associations.

6. Sex instruction might be given: to segregated sexes; by a teacher who understands boys or girls; in short sensible talks, without undue arousal of curiosity.

7. Crime and pauperism may be due to the curriculum. Trying to make cultured consumers out of children whose first care should be larger earning capacity is an illustration.

8. *Educational Values*, Bagley; *The Philosophy of Education*, Horne; *Better Rural Schools*, Betts and Hall; *Vocational Guidance*, Bloomfield.

9. Knowledge of the laws of heredity would benefit the teacher in enabling her to understand the attitude and capacity of children.

10. Fatigue may be caused by lack of nutrition, bad air, want of exercise, overexertion, failure to adjust work and work-periods, and avoidance of rest. The effect is inability to continue work.

11. In the first grade gross movements of the larger muscles should be used in forming letters on a large scale. Imitation is the dominant instinct.

EVERY-DAY PROBLEMS IN TEACHING.

1. In your opinion, is the analogy of "breaking an animal" and training a "spoiled" child well taken? Explain.
2. How can the spirit of fair play be made use of in discipline?
3. How would you teach pupils to become self-helpful?
4. What topics in arithmetic should be taught with a view to making them automatic?
5. How would you make the following words intelligible to a pupil: evolution, specific gravity, and tariff?
6. What conditions may cause a teacher to be timid and halting before his class?
7. Describe the school at Menomonie, Wis.
8. Why does the "favored" pupil get the least from the school?

Answers.

1. The principles underlying the two are the same. "Training" always means just one thing — so influencing an individual in his intellectual processes, his moral tendencies, and his habits that he can adjust himself in happy relations to his environments, social as well as physical.

2. By frankly discussing situations *pro* and *con* with pupils, the spirit of fair play may be appealed to.

3. Children should be held to an analysis of what they are attempting to do, so that they may bring to bear on the thing in hand their past experience with similar things. This would be the greatest safeguard against the making of errors.

4. The fundamental processes, weights, measures, etc., as applied to every-day affairs. In fact, the greater part of arithmetic will be of genuine value to the individual only as it can be used without any conscious effort or direction.

5. Evolution might be illustrated by describing or following the life-history of the butterfly; specific gravity, by comparing the weight of a pint of water with that of a pint of alcohol, or, better, a pint of molasses; tariff, by an illustration in prices of goods imported and home-made. The illustrations are always the most important things.

6. Lack of familiarity with the material to be presented as well as with the mental attitude of boys and girls — *inaccurate knowledge and spiritless teaching.*

7. The "feature" of the Menomonie school is its "home-maker's course." This is designed and planned for those who are interested in studying scientifically the problems of the home. No foreign language, no mathematics, no technical science, but the discussion of practical problems concerning foods, textiles, furnishings, decoration, sanitation, hygiene, and nursing form the materials of the course.

8. Momentarily the child may get some pleasure from the exemption, but it is only a short time until he finds his handicaps because of these exemptions. There is no justification for that sentiment that sacrifices competency in the future for more or less doubtful pleasures of the present.

PHYSIOLOGY AND SCIENTIFIC TEMPERANCE.

1. Explain the effects of the adulteration of foods. Give a list of foods that are most commonly adulterated.
2. What diseases are directly traceable to the use of alcohol?
3. Compare arterial blood to venous blood.
4. Explain the relation of habits to character.
5. Define bacteria, and state how they are destroyed.
6. What is a stimulant? State the objections to the use of stimulants.
7. Suggest means by which the water supply of a city may be kept pure.
8. Mention two very evil drug habits, and explain their effects.

PRIMARY.

9. To what extent do you make yourself personally responsible for "the care of the teeth" of every child in your room?
10. Will cleanliness and order in the schoolroom affect the tidiness of children? Reason for answer.
11. Mention and describe three cases in which the physical condition of children in your school has been improved through your activity.

Answers.

1. The effects of the adulteration of foods depend entirely on the adulterant used. Effect may be harmful or beneficial. The question cannot be answered generally. Jams and jellies, molasses and sirups, milk, meal and flour, spices, coffees, teas, etc.
2. Arteriosclerosis, Bright's disease.
3. Arterial blood is higher in oxygen, and therefore brighter

in color. It is also lower in combustion products, the effect being the same as above.

4. Character is the outgrowth of thought, and in this as in actions habits become quickly and firmly established by repetition. Improper and impure thoughts become habitual if allowed to do so, and the effect on character is correspondingly bad. In the same way the habit of thinking high thoughts reacts favorably.

5. Bacteria are minute vegetable organisms of the class Mycetes. They may be destroyed in many ways, the commoner being heat, sunlight, and certain chemical bodies.

6. A stimulant is any agent which excites an organ to abnormal action. The objection to their use is that organs may be overworked without the knowledge of the person — fatigue being the signal for rest.

7. Careful and rigid care of the source to prevent pollution; filtration of the supply and regular bacterial and chemical examination of the water to reveal the efficiency of the above methods.

8. The cocaine and the morphine habits. Their effects generally are lessened will power, making resistance to the temptation less possible, a lowering of the moral sense and impairing of the judgment of the subject, and a number of specific physical disorders, principally nervous.

9. Answers will be individual.

10. It should in most cases have a visible effect on the children. Even where no apparent reaction is secured, there is doubtless a beneficial result that will manifest itself later in life. In general, children are quick to imitate, and everything in their surroundings is apt to make its impress on their actions.

11. Answers will be individual.

LITERATURE.

1. Name several English writers who have dealt with the French Revolution in their works.

2. Who wrote *Canterbury Tales*? *In Memoriam*? *Notre Dame*?

3. Relate briefly the story of Samson.

4. Name four American historians and a work of each.

5. Tell from which of Dickens's novels each of these characters is taken: Emily, Little Joe, Squeers, Fagan.

6. Contrast the poetic style of Whittier and Lowell.

7. Define synecdoche. Quote an example.

8. Distinguish between the general method of teaching composition and literature.

PRIMARY.

9. What relation has story-telling in the primary grades to the development of a good literary taste?

10. Name three poems suitable for memorizing in the third grade.

11. (a) What is the value of dramatizing simple literary selections? (b) What should characterize the selections chosen for that purpose?

Answers.

1. Carlyle, Edmund Burke, Coleridge, Wordsworth, Dickens.

2. *Canterbury Tales*, Chaucer; *In Memoriam*, Tennyson; *Notre Dame de Paris*, Victor Hugo (French).

3. Judges, chaps. 13—16.

4. Motley, *Rise of the Dutch Republic*; Prescott, *Conquest of Mexico*; Bancroft, *History of the United States*; Woodrow Wilson, *History of the American People*.

5. *David Copperfield*, *Pickwick Papers*, *Nicholas Nickleby*, *Oliver Twist*.

6. Whittier — Verse characterized by sincerity in dealing with his truths rather than by the artistic form; his subjects were drawn from human life and social problems. Lowell — Verse finished and polished, and shows the intellectual type of the man and scholar; subjects drawn from human life and problems.

7. The use of the whole for a part, or *vice versa*: "The horse," meaning cavalry.

8. The general methods of teaching composition and literature are distinguished by the fact that the former is directed at expression, the latter at appreciation.

9. Direct relation — the taste acquired in the story-telling period is carried over into the reading-period.

10. To the River Charles, The First Snowfall, The Bluebell.

11. It assists the imagination, developing the power of visualization. Action and faithful portrayal of life. The ideals, of course, should be high.

READING.

1. What is to be said in favor of the use of finished, artistic illustrative drawings in a beginner's text? What in favor of the sketch or outline drawing?

2 and 3. Name one book on the teaching of reading that you have studied. Outline the book in large topics, and give in brief the main point brought out in the discussion of each of the topics.

4. Why do boys, in the fifth and sixth grades especially, read

the trashy sort of novels? How can the teacher of reading be of greatest help to the boy in overcoming this habit?

5. Indicate the best methods of inducing pupils of the intermediate and grammar grades to commit to memory choice pieces and bits of literature.

6. Name four books well suited for reading by boys of the fifth and sixth grades. Name four books for girls of the same grades.

7. Outline a method for teaching oral expression.

8. How do you explain the fact that many children who enunciate clearly in talking show poor enunciation in reading aloud?

PRIMARY.

9. In what ways should the parents and the older children in a family be of assistance in the teaching of reading?

10. State and illustrate the use you would make of the phonic method.

11. Should children come to the front and read to the school in the ordinary reading-lesson? Reason for answer.

Answers.

1. It is claimed that the child should have constantly before him the fine artistic drawings, as they are silent teachers molding his art taste. The outline drawing and sketch are easily reproduced by the child, and, therefore, more easily understood; also, it allows room for the child's imagination to be exercised.

2 and 3. Personal answers required.

4. (a) Because their reading has not been directed. It satisfies their desire for the exaggerated tales told in the trashy novel, and they are more easily obtained than the better class. (b) By general talk on better books, starting a story and dropping it before it is finished, leaving the class hungry for more, and by placing in reach of the readers the right kind of books.

5. Through imitation. If the teacher has at his command the "choice pieces and bits of literature" and uses them at the "psychological moment," the children will be quick to imitate.

6. For boys: (1) *Stories of Useful Inventions*. (2) *With the Flag in Panama*. (3) *Daniel Boone and the Wilderness Road*. (4) *The Story of King Arthur*. For girls: (1) *A Texas Blue Bonnet*. (2) *Peggy Owen*. (3) *Six Girls Growing Older*. (4) *Ann of Avonlea*.

7. If it is oral expression in the common schools, the regular phonic drills, drills in enunciation and pronunciation, and the

reading aloud of selections in poetry and prose include about all methods that the average teacher can use.

8. It comes from self-consciousness.

9. Through imitation. The younger child imitating the older ones, by helpful criticism of the younger reader, and the older members of the family showing interest in the phonic drill-work and practise reading-work which the young child does at home.

10. It should be used in drill-work at some time other than the regular reading-time in order to give the learner a key to the language. To illustrate, the sound of "m" is to be taught. Say "may," "my," "morning," "me," etc., and say them again slowly, emphasizing the "m." Think of some other words that begin with the sound "m." Tell them to us. Show a card that has a list of words beginning with "m," and have the class speak them, emphasizing the sound of "m."

11. Some say they should, and some say they should not. It is claimed that it is easier for the child to be heard by the class, to get and hold the attention of the class; that he feels more important; that he is freer in his thoughts if he comes to the front to read.

GRAMMAR.

1. Define infinitives and gerunds, and state their principal uses.
2. Write a synopsis of the verb "go."
3. Write the plural number form for each of the following words: banjo, valley, city, ox-cart, knight-templar, calf, Miss Smith, talisman.

4. Parse relative pronouns in the following:

- (a) He prayeth best who loveth best.
- (b) The boy whose manners you liked is my brother.
- (c) What you say is true.
- (d) Tears, such as angels weep, burst forth.

5. Analyze:

Cowards die many times before their death;
The valiant never taste of death but once.

6. What is a prepositional phrase? Illustrate.

7. Tell part of speech of "iron" in the following sentences:

- (a) Iron is heavy.
- (b) An iron kettle hung on the crane.
- (c) Laundresses iron clothes.
- (d) An iron-bound bucket hung in the well.

8. What means do you take to correct the improper use of the irregular verb forms?

PRIMARY.

9. In what grade would you begin the teaching of how to write a letter or an invitation? State reasons for your answer.

10. What are the advantages of "language games"? How do you conduct them?

11. Should you attempt to correct all errors of speech in each grade, or select and emphasize a few each year? Reason for answer, and illustration.

Answers.

1. An infinitive is a verbal noun. It names the action or condition expressed by the verb, and takes the same complements and modifiers. The infinitive in *-ing* is called the gerund and is often treated in all respects as a noun.

2. Principal parts: Pres., *go*; past, *went*; perf. part., *gone*. Indicative: Present, *I go*; present perf., *I have gone*; past, *I went*; past perf., *I had gone*; fut., *I shall go*; fut. perf., *I shall have gone*. Subjunctive: Pres., *If I go*; past, *If I went*. Imperative: Pres., *go*. Participles: Pres., *going*; perf., *gone*; pres. perf., *having gone*.

3. Banjos, valleys, cities, ox-carts, knights-templar, calves, Misses Smith, talismans.

4. (a) *Who* is a rel. pron.; its antecedent is *he*. It is used as subject of the subordinate clause. (b) *Whose* is a rel. pron.; its antecedent is *boy*, with which it agrees in person and number. It connects the subordinate clause and also modifies *manners*. (c) *What* is a double relative pronoun, equivalent to *the thing which*. (d) *Such as* connects subordinate clause to *tears* and is also object of *weep*.

5. Compound assertive sentence. First member, "Cowards die many times before their death," of which "cowards" is subject, "die" is predicate, modified by two adverbial phrases. Second member, "The valiant never taste of death but once," of which "valiant" is subject and "taste" is predicate, modified by the two adverbial phrases.

6. A prepositional phrase consists of a preposition and its object with or without modifiers, as *of mountains*.

7. (a) Noun. (b) Adjective. (c) Verb. (d) Adverb or adjective.

8. Careful drill with the correct forms constantly. Patient, persistent correction of oral errors, as well as written.

9. In third grade, since it gives a new motive for some of

the work already done. It furnishes fine stimulus to pupils, and gives opportunity for the use of correct forms.

10. See primary manual.

11. In general, all errors should be taken care of, since language is so largely a matter of habit, and a neglected error of speech tends to become fixed so that later it is more and more difficult to break.

MUSIC.

1. Define each kind of measure, and state where the accent falls in each.

2. Write a four-measure exercise in triple measure, and have it illustrate a triplet having one count, a tie, a hold, and indicate that it must be repeated from the beginning.

3. Write the natural, harmonic, and melodic forms of A flat minor, using the bass clef.

4. Write the signatures and place the "do" for the following major keys: C sharp, C flat, A, E, B flat, G flat, E flat, F sharp.

5. Use treble clef, and write the chromatic scale of A flat.

6. Give the steps in presenting the dotted quarter note to a grade.

7. Define an interval. Write a major third, a perfect fifth, an augmented fourth, a diminished second from "g," and state what each would become if inverted.

8. Define a cadence. Illustrate.

PRIMARY.

9. Write with the music three simple rote songs suitable for beginners.

10. Name three books containing good songs suitable for the fourth grade primary.

11. What relation has singing to reading?

Answers.

1. In two-quarter and two-two measure the accent falls on the first, as in all measures. In three-quarter measure the primary accent is on the first and the secondary on the third. This is also true in four-quarter measure. In six-quarter accents on first and fourth, etc.

2. Drawing.

3. Drawing.

4. Seven sharps, *do* on fourth line; seven flats, *do* on third line; three sharps, *do* on second space; four sharps, *do* on first

line; two flats, *do* on third line; six flats, *do* on first space; three flats, *do* on fourth line; six sharps, *do* on second line.

5. Drawing.

6. Using two-quarter measure, substitute eighths for one of the quarters, and then show that the dot following a quarter may take the place of one of the eighths.

7. An interval is the difference in pitch between two tones. (Drawing.)

8. A harmonic sequence of chords that expresses conclusion, occurring at the end of a phrase or period. The chord of the dominant followed by that of the tonic.

9. Drawings.

10. Pray's *Motion Songs*, Place's *Song Year-book*, Mathews's *Songs of All Lands*.

11. From the standpoint of method in teaching, music may well follow modern reading methods. Each cooperates with the other in the matter of proper breathing, vocalization, enunciation, and articulation.

DRAWING.

1. Paint a maple tree in autumn colors.
2. Make in pencil a scale of five values, naming them.
3. Make a pencil mass-drawing of some vegetables.
4. Paint a landscape with water in the foreground.
5. Illustrate in pencil some part of the "Three Bears."
6. Draw in pencil a box with the lid open, any angle.
7. Make a color scale, showing tints and shades of red.
8. Draw and color a good wall paper design.

PRIMARY.

9. Give three reasons for teaching drawing in the early primary grades.
10. Enumerate the materials to be used for drawing in the first two grades.
11. What relation has paper-cutting to drawing?

Testimonials for Our Christian Day-Schools.

In an area of one of our large cantonments in Texas, where the Protestant soldier population at one time was practically divided 50 — 50 between Lutherans and sectarians, principally Baptists, the undersigned camp pastor was given the hour of ten to conduct

his service in the "Y." The attendance was approximately 75. The sectarian "Y" preacher conducted his service at 11 o'clock on the same Sunday. Eleven soldiers were in attendance. On the following Sunday the sectarian preacher requested the privilege of conducting his service at the earlier hour. He had ten men in his service, by actual count. When the Lutheran pastor announced his service at 11 o'clock, 125 soldiers filed into the auditorium.

Both pastors talked over the situation, and the sectarian made the following statement: "You Lutherans have your people lined up better because you train them in your church-schools." The Sunday-school system broke down in this case.

REV. ARTHUR SYDOW, *Camp Pastor,*
San Antonio, Tex.

* * *

Your valued inquiry of January 8 received. You want to know my experience with "our boys" at the local camp who were graduates of parochial schools, compared with those who did not have the opportunity of such a thorough religious training. I can give you that in a few words. Most of the parochial school graduates were regular attendants at church and partakers of Holy Communion. They needed very little admonition to be faithful to their religious stewardship. They cherished their Testaments and prayer-books, and made good use of them during their idle hours. If one or the other was not immediately found by me on my regular visits to the barracks, he generally found the Lutheran church on the first Sunday morning he was in town. They seldom waited for the pastor to find them first. They felt it their duty, yea, their privilege, to look up their church at the first opportunity. And they were not afraid to confess their faith before their company mates. Many were the hot arguments on religion that took place in the barracks, where men of all religions and no religion were quartered. And in nine cases out of ten the Lutheran came out on top, because he knew his religion and could tell what his Church taught and stood for. The only disadvantage under which many labored was the fact that they had been instructed in the German and could not express themselves as readily as they often wished. For that reason I say: Teach the children in our schools to-day their religion in the English language, so that they can defend themselves wherever they may be.

Among the large number of "our boys" who were not grad-

uates of a parochial school, I also found many good Lutherans, many who were well founded in their faith. A few were even better educated in religious matters than some of the parochial school products. A large number were good churchgoers also. But they needed more exhortation and persuasion on my part to get them started and to keep them on the right path. To several it made no difference whether they attended their church or another, just so it was a church. Several never were reached at all, because they did not want to be reached.

As far as my limited experience went, I believe I can truthfully say that the parochial graduates were by far the finer material with which to build a congregation.

Fraternally yours,

G. W. BAER.

* * *

In answer to your request to give my experience with boys that were trained in a Christian school, and those that were not, I cannot give a satisfactory answer. I only had a very few boys from the Synodical Conference; most of my boys came from the Eastern States, where our Church is not very strong; they were mostly Scandinavians and boys from the United Lutheran Church. So I cannot say anything concerning this matter.

You ask for some other interesting experience, which, of course, I am only too willing to give. One very pleasant experience was that two soldiers boys volunteered to prepare for the holy ministry. They are two of the finest Christians I ever met in my life. They made a practise of going from barrack to barrack every time before services, and invite the boys to go with them. What courage it takes to do this only those know that have been with the boys for some time, especially with such boys as I was with, boys that have been in service for a long, long time, and are therefore to a great extent estranged from God. The laughing, joking, and scoffing they had to endure was simply awful; but they cared not, it only made them work all the harder to win these scoffers for Christ. They distributed Testaments, prayer-books, and religious tracts among the boys for me; they tried to find boys that were formerly Lutheran or not connected with any church, and then brought these young men with them to services, or introduced them to me. One of these young men offered three months' pay toward building a Lutheran church in Douglas. The sad thing was that I was obliged to discontinue my work there so suddenly, and therefore could not help them

to form definite plans about entering school. One of the young men asked me to write to his mother about his plans, which, of course, I gladly did; but his pastor, who belongs to the United Church, does not want him to enter our seminary now, and so the boy is between two fires—he does not want to offend me, because I was really the one that gave him the idea, and he does not wish to offend his pastor either. I therefore don't really know now what will become of the matter. I have made up my mind though that if the boy makes up his mind to enter our school at Springfield, I shall try to get the money for him; if not in any other way, I shall borrow the money, pay the interest, and let him pay it back later in life. I feel that our dear Church would be repaid greatly if we could get these two men to enter the ministry.

There are many other pleasant experiences I had in my work, but this, in my estimation, is the most blessed one. This is not written for publication.

Fraternally yours,

REV. A. FUERSTENAU.

Die Allgemeine Schulbücherkommission,

die von der letzten Delegatensynode eingesetzt worden ist, wird sich, will's Gott, am 26. Juli, morgens 9 Uhr, also unmittelbar nach der Allgemeinen Lehrerkonferenz, im Seminar zu River Forest versammeln. Um nutzbringend arbeiten zu können, muß diese Kommission mit der Lehrerschaft in Fühlung sein. Es ergeht daher die dringende Aufforderung an alle Interessierten, etwaige Vorschläge, Empfehlungen und Wünsche bezüglich Schulbücher möglichst bald einzusenden an

S. B. Fehner, Vorsitz.

Literarisches.

Jesus, What a Pleasure! A Sacred Solo for medium voice. By *Agnes Bertram*. Music by *Herm. H. Hahn*. Published by Wm. F. Bertram, Portage, Wis. 2 Seiten $10\frac{1}{2} \times 13\frac{1}{2}$. Preis: 25 Cts. Zu bestellen vom Concordia Publishing House, St. Louis, Mo.

Ein in bezug auf Melodie und Begleitung einfaches und ansprechendes Stück. Der deutsche Text ist von der Mutter des Verlegers, eines unserer Lehrer. Die Übersetzung ist von Herrn P. W. M. Ezamanske. M. L.

Altes und Neues.

Inland.

Mitteilungen aus dem Lehrerseminar zu New Ulm, Minn. Die erste Hälfte unsers Schuljahres liegt nun hinter uns. Um den Verlust von acht Wochen, den uns die Influenza gebracht hat, und den wir durch Beschneidung der Ferienzeit einigermaßen wieder wettzumachen suchen, ziemlich gleichmäßig auf die beiden Hälften des Jahres zu verteilen, haben wir den Schluß des ersten Semesters um einen Monat verschoben. Während sonst die Zeugnisse anfangs Februar verteilt werden, geschah das diesmal erst anfangs März. Abgesehen von einigen Ausnahmen, war im allgemeinen zufriedenstellend gearbeitet worden. Wir bedürfen der beständigen Fürbitte unserer Mitchristen, daß Gott uns in unserer Arbeit segnen wolle. — Was den Gesundheitszustand betrifft, so haben wir alle Ursache, Gott zu danken, daß er seine schützende Hand über uns gehalten hat. Doch hat eine unserer Schülerinnen sich um Neujahr einer schwierigen Operation unterziehen müssen, und sie liegt noch krank im Hospital. Als dieses schon geschrieben war, am 20. März, mußte an einem Schüler eine Blinddarmoperation vorgenommen werden. Alles ist, Gott sei Dank, so weit normal verlaufen. Prof. Klatt, der zwar die Folgen seiner Krankheit immer noch nicht gänzlich überwunden hat, hat doch kurz nach Neujahr seinen Unterricht wenigstens teilweise wieder aufnehmen können und verrichtet nun fast seine volle Arbeit. Im Januar und Februar mußte Prof. Burt etliche Wochen das Bett hüten. Wir freuen uns, daß seine Gesundheit wiederhergestellt ist. In seinem Falle, ebenso wie vordem in Prof. Klatts, hat die Fakultät bereitwillig die Extrastunden mit übernommen. Und da beider, Prof. Burts und Prof. Klatts, Kräfte noch der Schonung bedürfen, hat die Fakultät für den Rest dieses Jahres eine Verschiebung im Stundenplan eintreten lassen, wodurch den beiden Kollegen je zwei Stunden wöchentlich abgenommen worden sind. — Vor einem Jahre trat der Gedanke, einen Fortbildungskursus für Lehrer während der Sommerferien in unserer Anstalt einzurichten, in etwas greifbarer Gestalt auf. Die Sache wurde vom Verwaltungsrat gutgeheißen, kam aber im vergangenen Sommer nicht zur Ausführung. Die Fakultät hat den Gedanken nicht fallen lassen. Wenn wir uns aber auf einen Sommerkursus einrichten sollen, so müssen wir recht bald von allen Lehrern, die einen solchen zu besuchen wünschen, Nachricht erhalten. Das Nähere über den Plan kann man in mehreren Synodalberichten nachlesen. Es sei hier nur darauf hingewiesen: Minnesota 1918, S. 42. 43; Nord-Wisconsin 1918, S. 42. 43; Südost-Wisconsin 1918, S. 53. — Noch sei hier kurz auf das Rundschreiben unserer Fakultät an die Gemeinden, Pastoren und Lehrer unserer Allgemeinen Synode hingewiesen, in dem um die Gewinnung von Schülern gebeten wird.

New Ulm, im März 1919.

Jo h. Meyer.

Aus dem Dr. Martin-Luther-College. Daß schon wieder einige Zeilen über das Lehrerseminar erscheinen, hat seinen Grund darin, daß unsere Anstalt von der Influenza heimgesucht wurde. Als im vergangenen Herbst die Krankheit überall im Lande auftrat, wurden vielfach Schulen und öffentliche Versammlungsorte zeitweilig geschlossen. Auch über unsere Anstalt wurden acht Wochen unfreiwilliger Ferien verhängt. Im Elternhause er-

kranken damals mehrere unserer Schüler, und nach Wiedereröffnung des Unterrichts erkrankte noch eine Schülerin in der Stadt. Im Anstaltsgebäude selbst hatten wir durch Gottes Gnade keinen Fall. Dann aber bekamen am 3. April zwei Schüler im Wohngebäude die Influenza, und bis zum 6. April abends war die Zahl der Patienten auf 10 angewachsen. Seither ist kein neuer Fall mehr dazu gekommen. Zu gleicher Zeit erkrankten 8 unserer Schüler aus der Stadt, 2 Knaben und 6 Mädchen. Diesmal wurde unsere Anstalt nicht geschlossen, aber auf Rat des Gesundheitsbeamten wurde den Schülern aus der Stadt mitgeteilt, daß sie vom Besuch der Stunden entschuldigt wären; falls sie aber darauf beständen, am Unterricht teilzunehmen, würden sie nicht zurückgewiesen werden. Alle Schüler außer den durch Krankheit verhinderten stellten sich regelmäßig zu den Stunden ein. Wir aber wollen Gott danken, der so gelinde mit uns verfahren ist. Wir wollen uns demütigen und erkennen, daß wir nichts vermögen, wenn er die Hand abzieht. Wir wollen nun aber mit um so größerer Treue das Werk treiben, das uns befohlen ist, zur Ehre unsers Heilandes.

New Ulm, Ostern 1919.

Job. Meyer.

Die Leiter des Wagner-College auf Staten Island wollen eine Sommerchule einrichten, die besonders Lehrern und Lehrerinnen der Sonntagschulen Gelegenheit bieten soll, sich gründlicher vorzubereiten. (3. u. A.)

Das Seminar der Jowashnode wird in diesem Sommer solchen Pastoren einen Kursus im Englischen geben, die bisher an ganz deutschen Gemeinden standen, jetzt sich aber der englischen Sprache bedienen müssen.

M. L.

Theological Seminaries. — "Dr. Hood, of Atlanta," says *The United Presbyterian*, "very recently collected some interesting facts about theological seminaries. Their number in the United States is 169, of which 28 are Catholic, 25 Lutheran, 23 Presbyterian, 22 Methodist, 15 Baptist, 14 Episcopalian, 11 Disciple, 10 Congregationalist; other denominations, 24. There are 1,422 teachers, 12,061 students. The endowments aggregate \$40,000,000. Their libraries contain nearly 3,000,000 volumes."

The Lutheran.

Den Vorlesungen im Union Theological Seminary zu New York wohnen im ganzen 226 Studierende bei. In diese Zahl sind alle eingerechnet, die die Vorlesungen hören, demnach auch die Hospitanten usw. Unter den Studierenden befinden sich auch Frauen. (3. u. A.)

Das General Theological Seminary in New York, das den Episcopalen gehört, feierte zu Anfang Mai sein hundertjähriges Jubiläum.

M. L.

Geringer Prozentsatz. Ein Wechselblatt erklärt, daß in der Stadt New York nur 185,000 protestantische und 158,000 katholische Kinder Religionsunterricht erhalten, während die öffentlichen Schulen der Stadt von mehr als anderthalb Millionen Schulkindern besucht werden. (3. u. A.)

Ausland.

Australisch-lutherische Gemeindefunktion. In unserer Schwester-synode in Australien besuchten im vorigen Jahre 434 Kinder Gemeindefunktionen, und 502 Kinder erhielten an Sonnabenden Religionsunterricht. Diese Kinder wurden von 14 Lehrern, 4 Lehrerinnen und 4 Pastoren unterrichtet. Die Zahl der Sonntagschulkinder belief sich auf 988. M. L.